

EJ Harrington Elementary School

School Improvement Plan

2016-2017

School Improvement Team

Debra Ruggiero, Principal
Lissa Bloom, Program Specialist
Amy Nerich, Curriculum and Instruction Teacher/ELA
Patti Mendonca, Curriculum and Instruction Teacher/Math
Brittany Orlandi, Social Worker
Kerri Reilly, Special Education Teacher
Nikki Zarkades, ESL Teacher
Michelle Avery, Grade 1 Teacher
Natalie Katz, Grade 3 Teacher
Emily Hatfield, Grade 5 Teacher

School Council Members

Deb Ruggiero, Principal
Lissa Bloom, Program Specialist and Council Chair
Emily Hatfield, Teacher
Jen Gambill, Teacher
Nikki Spyropoulos, Teacher
Pablo De Leon, Parent
Heidi Rabanales, Parent (withdrew- replacement TBD)
Valerie Crisman, Parent
Cynthia Christ, Gregg House Representative

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The Lynn Public School System is committed to providing an outstanding academic, cultural, and technologically rich education to its students through the work of excellent teachers with high expectations. As part of our team teachers are provided myriad opportunities for collaboration, mentoring support, and professional development in standards based instruction with additional emphasis on strategies for teaching English Language Learners and special education students.

The mission of the Harrington Elementary School is to nurture, develop and educate all students from early childhood to early adolescence, from a variety of economic and ethnic backgrounds and ability levels, and to give these students a solid educational foundation with the tools and understanding necessary to be responsible citizens and lifelong learners. We believe that all children can learn. We recognize that the Harrington School has the primary responsibility for providing learning opportunities. We also recognize that parents/guardians are our partners in this process. Ultimately, together, we must develop student learners who are motivated and responsible for their own education. The Harrington Home/School Title 1 Compact reinforces the student / parent / teacher team message that all members must work together for ultimate success.

The goals of our school are in accord with the district-wide goals and summarize the school's perception of its mission: *provide all students at Harrington School with equitable opportunity for optimal achievement in all academic areas"*

Supporting Goals:

- * To foster academic potential in every child
- * To generate a respecting and caring approach to learning
- * To broaden literacy and communication skills
- * To support a student/parent/school partnership
- * To encourage life-long learning

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Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

When Harrington School was declared Level 4 in 2010, the school served approximately 575 students. The population of the school has grown over the last 6 years and Harrington currently serves approximately 680 students. The school is comprised of students ranging from preschool to grade 5. The classrooms include regular education, integrated preschool classes, and four self-contained special education classes. Harrington has approximately 56 students with a Level 1 language proficiency and 22 Level 2 students. The percentage of students whose First Language is Not English and Economically Disadvantaged are above the percent of those students across the district and state (see chart below). Over half (61%) of Harrington students' first language is not English; 59% are considered economically disadvantaged (See table and chart below) Although some of our students and families struggle, our attendance rate (94.6%) consistently remains in line with the state average of 94.9%.

Student Enrollment

	2014	2015	2016	2016 District
PreK	79	87	83	277
Kindergarten	95	97	82	1,092
Grade 1	113	111	122	1,356
Grade 2	102	105	110	1,422
Grade 3	73	104	100	1,334
Grade 4	82	66	93	1,267
Grade 5	79	86	52	1,053
Total	623	656	642	7,801

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	79.6	79.2	73.6	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	8%	13%	19%	7%	6%
26-56	70%	70%	67%	72%	76%
Over 56	22%	17%	14%	21%	18%
Median Yrs Experience	-	3			
% ≥ 10 Yrs Experience	-	31%			

Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	94.6	94.6	94.6	93.9	94.9
Absent 10 or more days (%)	34.4	32.7	34.0	38.1	30.5
Chronically Absent (% with < 90%)	18.0	16.5	17.6	19.6	12.3
Student Retention Rate	2.6	4.0	4.0	3.2	1.5
Out-of-School Suspension Rate	6.4	3.5	2.3	8.1	2.9

Percent of students by race and gender

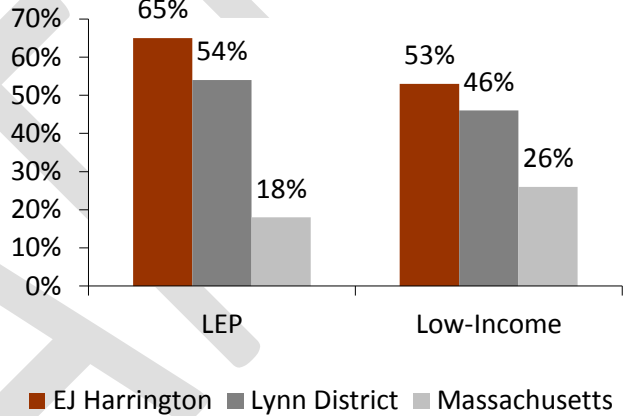
Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language	65.3	65.1	61.4	54.0	19.0

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	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	11.7	11.6	10.6	10.1	8.8
Asian	5.0	5.3	5.3	9.1	6.5
Hispanic	69.5	70.9	72.4	58.2	18.6
White	10.9	8.5	7.6	18.3	62.7
Multi-Race	2.4	3.2	3.9	3.9	3.2
Male	52	50	52	52	51
Female	48	50	48	48	49

The staff of the Harrington School is comprised of 61 educators including 1 Principal, 1 Program Specialist, 52 teachers, 1 Social Worker, and 1 part-time School Adjustment Counselor, 1 full time school nurse, and 4 therapists (OT, PT, and speech). All educators are certified and highly qualified in their content area. 67% of the educators in the building have professional status. Due to the Union agreement around staffing at the Harrington School, the principal has hiring authority and takes all necessary steps to recruit and hire certified teachers for all open positions.



Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum,

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instruction, assessment, professional development, and school culture.

The EJ Harrington Elementary School has implemented a number of programs as well as interventions to meet the needs of all learners. Teachers are regularly differentiating instruction for all learners for English Language Learners and Students with Disabilities. Curriculum and instruction focuses have included:

- Reading Comprehension strategies are explicitly taught. Teachers have taken professional development as well as participated in observations of mentor lessons. Common language is used across grade levels and provides a connection as students progress through the school. Both new and veteran teachers participate in observations of modeled and guided comprehension lessons during Professional Learning Time (PLT). The School Support Team meets monthly with new teachers and spends some of their time introducing and educating new teachers on school-wide initiatives.
- Formative Assessment is regularly used in classrooms. Many teachers were trained in using and developing formative assessments. These assessments are used daily to drive day to day instruction. Some of the formative assessments used include tickets to leave, quick sorts, dipsticking. In addition, teachers work together during Extended Professional Learning Time (ePLT) to write common formative assessments as a grade level.
- Small group instruction is and continues to be the primary means of instruction at all grade levels in ELA. An increase of small group instruction was implemented in the last few years in the upper grades 3-5. To support small groups there are computer stations as well as 5 iPads in each classroom to support this model and provide intervention through the APPs and programs like Waterford. Classroom teachers regularly work using an inclusive model with support staff including ESL teachers, resource teachers, reading teachers, and math teachers to provide instruction that meets the varied levels of need found in their classrooms.
- Reciprocal Teaching professional development was offered during the 2012-2013 and 2013-2014 school years. Teachers continue to work to implement the pieces of reciprocal teaching to build student capacity and allow for student led conversation. New teachers are provided opportunities to learn about reciprocal teaching through School Support Meetings.
- Total Participation Techniques (TPT) school based professional development was offered throughout school year 2015-2016. Teachers participating in the PD starting implementing – with full implementation in school year 2016-2017.
- Criteria for Success school based professional development was offered for part of the 2015-2016 school year with more work to continue.
- Various new curriculum tools have been purchased and are being used including: Go Math, Anchor Comprehension, Reach (Grade K-5), Reading A-Z, Strategies for Writers.
- Online intervention software is offered to all special education and ELL students. (Imagine Learning, Waterford, and Success Maker)

In an effort to support the whole child, the EJ Harrington School has focused on engaging parents and supporting the social/emotional/ health needs through the following:

- Morning Meeting is included in the block schedule and teachers received professional development in how to conduct morning meeting as well as trauma sensitive classroom. Morning meeting ideas and routines are discussed during ePLT, PLT, and faculty meetings.
- PlayWorks is the recess model implemented in the 2014-2015 school year as a result of the issues arising during recess. Teachers were trained in PlayWorks games during the implementation year. In school years 2014-2015 and 2015-2016 the Recess Team established routines and procedures as well as order equipment. These routines and procedures are still followed and the physical education teacher uses gym time to teach PlayWorks games to students to be utilized during recess time. PlayWorks games and locomotion are included in the weekly memo sent to teachers on Friday. The school's PlayWorks goal is that all students are moving and participating in an activity during this time.

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- Beginning in 2010, Harrington School began a Character Counts initiative. Each month a character trait is focused on and students are acknowledged at the end of the month for exhibiting that character trait.
- In addition to a full-time nurse and social worker as well as part-time school adjustment counselor the school houses a Lynn Community Health Center with two behavioral clinicians, a psychiatrist, and part-time nurse practitioner. Each of these personnel work together to address the varied mental, emotional, and health needs of students.

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who are anxious to work in a highly charged school like ours. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be "in need of improvement" are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable

Our school submits budget requests directly to the Superintendent's Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

Perception Data: Provide any formal or informal information regarding the perception of the school's learning environment by district and school leaders, students, teachers, parents and community members.

Perception data is from 2016. A Harrington Parent Survey was sent home. 51% of Harrington's parents responded. Five

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questions were asked. The questions and data are below.

My child's school welcomes families. 50% Agreed, <1% Disagreed, <1% Not sure
I feel that my questions and concerns are listened to at school. 47% Agreed, <1% Disagreed, 3% Not sure
My child's teacher sends home information my child/children are learning. 49% Agreed, 1% Disagreed, <1% Not sure
I have looked at my child's grades on Jupiter Grades*. 25% Agreed, 12% Disagreed, 12% Not sure
I have communicated with my child's teacher using Jupiter Grades*. 18% Agreed, 14% Disagreed, 13% Not sure

*Jupiter Grades is no longer utilized by Harrington School.

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

The E. J. Harrington School moved from Level 3 to Level 1 status in the fall of 2016. The data team meets 3-4 times per school year for the past 2 years and met on a more frequent basis in the 3 years prior. This time is to analyze student performance data and look for trends. In analyzing student performance data the following trends have been identified:

ELA

- Harrington's CPI in both ELA, Math, and Science has increased consistently since 2013.
- There is an increase in the percentage of students scoring advanced.
- There is a decrease in the percentage of students scoring warning.
- Harrington's ELL subgroup had the highest SGP.
- SGP has remained well over 40%
-

ACCESS

- 2015 ACCESS scores show that all but 24 students moved at least one proficiency level

MATH

- A new math program was adopted for the 14-15 School Year
- Spring 2015 MCAS indicate a 5.5% increase in number of students scoring Advanced and a 3.2% decrease in the number of students scoring Warning
- CPI has increased each year since 2013
- Growth has remained over 50% since 2012

SCIENCE

- The ELL subgroup has the lowest CPI (34.6)
- Spring 2015 MCAS show a 13.0% increase in Advanced and 4.5% decrease in Warning
- Overall CPI has increased since 2013

Based on student performance trends a focus on continuity of instructional practices and strategies are being implemented to allow teachers to go deeper into students learning over their educational career.

ACCOUNTABILITY DATA

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The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, and high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 1								
School Percentile: 23								
Cumulative PPI (all students) 79								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
ELA								
CPI	67.8	72.2	72.6	0.4	Improved Below Target	78.5	5.9	Improved Below Target
SGP	56	52.5	48	-4.5	Below Target	58	13	On Target
% Advanced	1.0	2.6	3.1	0.5	Met Target	4.4	1.3	Met Target
% Warning	16.0	19.2	15.7	-3.5	Met Target	11.9	-3.8	Met Target
Math								
CPI	67.8	68.1	70.7	2.6	Improved Below Target	78.5	7.8	Improved Below Target
SGP	59	60	57	-3	On Target	61	4.0	Above Target
% Advanced	6.1	8.8	14.0	4.8	Met Target	15.6	1.6	Met Target
% Warning	18.8	20.7	17.1	-3.6	Met Target	12.4	-4.7	Met Target
Science								
CPI	51.3	55.6	63.6	8.0	Improved Below Target	60.7	-2.9	Declined
% Advanced	0.0	3.0	5.7	2.7	Met Target	4.1	-1.6	Not meeting target
% Warning	26.8	29.9	24.3	-5.6	Met Target	20.4	-3.9	Met Target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			47	60	Not meeting target	50	60	Not meeting target

Historical Accountability Data

2012	Level 4	School Percentile:	19 th %ile	Annual PPI = 75	Cumulative PPI = 91
2013	Level 3	School Percentile:	18 th %ile	Annual PPI = 50	Cumulative PPI = 77
2014	Level 1	School Percentile:	21 st %ile	Annual PPI = 80	Cumulative PPI = 75
2015	Level 3	School Percentile:	20 th %ile	Annual PPI = 85	Cumulative PPI = 76
2016	Level 1	School Percentile:	23 rd %ile	Annual PPI = 80	Cumulative PPI = 79

Early Literacy Results

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Kindergarten: DIBELS Nonsense Word Fluency (Winter to Spring – SAME Students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	10 (17%)	10 (17%)	High	21 (36%)	348 (35%)
Average	13 (22%)	16 (28%)	Moderate	8 (14%)	173 (18%)
Low Average	6 (10%)	9 (16%)	Typical	9 (16%)	218 (22%)
Below Average	9 (16%)	8 (14%)	Low/Declined	20 (34%)	246 (25%)
Well Below Average	20 (34%)	15 (26%)			
CPI	63.8	69.8	Total	58	985

1st Grade: DIBELS Oral Reading Fluency (Winter to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	10 (10%)	13 (13%)	High	19 (19%)	217 (17%)
Average	25 (26%)	35 (36%)	Moderate	30 (31%)	316 (25%)
Low Average	13 (13%)	12 (12%)	Typical	30 (31%)	393 (31%)
Below Average	21 (21%)	15 (15%)	Low/Declined	19 (19%)	325 (26%)
Well Below Average	29 (30%)	23 (23%)			
CPI	63.8	71.7	Total	98	1,251

2nd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	11 (12%)	9 (10%)	High	18 (20%)	269 (19%)
Average	17 (19%)	24 (27%)	Moderate	29 (33%)	375 (27%)
Low Average	16 (18%)	22 (25%)	Typical	25 (28%)	426 (30%)
Below Average	20 (23%)	15 (17%)	Low/Declined	16 (18%)	331 (24%)
Well Below Average	24 (27%)	18 (20%)			
CPI	63.6	69.9	Total	88	1,401

3rd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	19 (21%)	24 (26%)	High	13 (14%)	179 (15%)
Average	27 (29%)	28 (30%)	Moderate	21 (23%)	283 (23%)
Low Average	15 (16%)	13 (14%)	Typical	33 (36%)	389 (32%)
Below Average	12 (13%)	12 (13%)	Low/Declined	25 (27%)	363 (30%)
Well Below Average	19 (21%)	15 (16%)			
CPI	73.9	77.7	Total	92	1,214

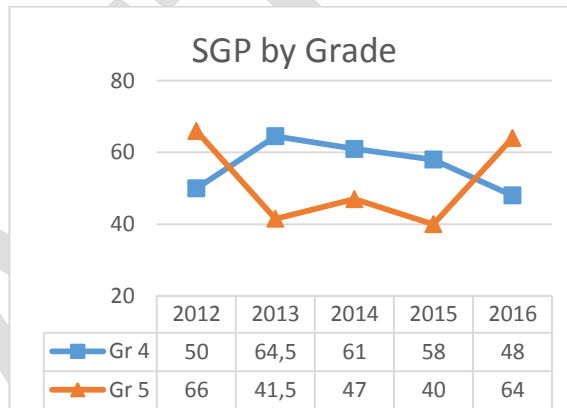
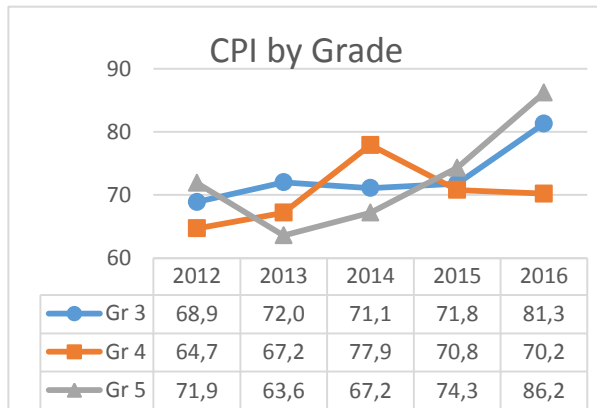
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Multi -Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	211	3	32	42	23	68.8	56
School 2013	200	1	30	51	19	67.8	56
School 2014	193	3	37	38	23	72.2	52.5
School 2015	223	3	35	41	21	72.8	44
School 2016	226	4	46	32	17	78.5	58
District 2016	7,581	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE

Multi -Year MCAS ELA SGP Results by GRADE



MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	226	4	46	32	17	78.5	58
Students with Disabilities	34	0	17	35	48	60.3	44.5
ELL	52	2	33	33	33	61.5	59
Former ELL	39	0	62	33	5	83.3	57
Economically Disadvantaged	144	3	43	38	15	74.1	54
Male	110	3	49	36	13	76.2	63.5
Female	116	6	50	33	12	79.4	54

MATHEMATICS

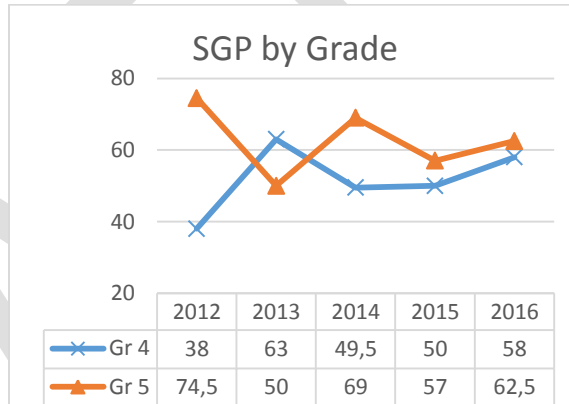
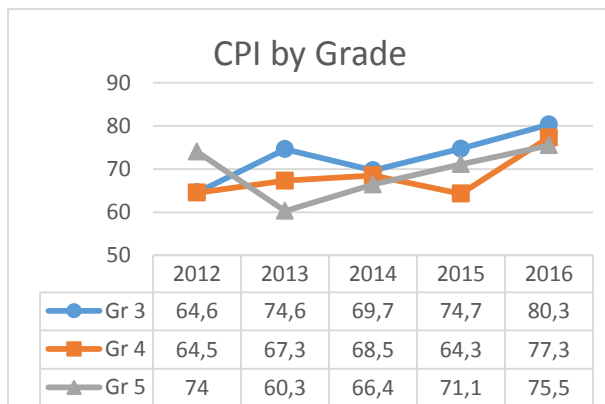
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Multi-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	209	8	27	42	24	67.8	57.5
School 2013	197	6	26	47	21	67.8	59
School 2014	193	9	29	38	24	68.1	60
School 2015	223	14	26	39	22	70.7	56.5
School 2016	224	15	35	32	17	78.5	61
District 2016	7,546	15	34	30	21	74.6	50

Multi -Year MCAS MATH CPI Results by GRADE Multi -Year MCAS MATH SGP Results by GRADE



MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	224	15	35	32	17	78.5	61
Students with Disabilities	34	0	4	48	48	58.8	49.5
ELL	52	13	27	37	23	69.2	75
Former ELL	39	13	46	36	5	83.3	63.5
Economically Disadvantaged	143	14	34	36	15	75.2	60
Male	110	15	41	32	13	78.2	56.5
Female	114	18	35	36	12	77.9	67.5

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SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	72	11	22	35	32	63.5
School 2013	56	0	7	63	30	51.3
School 2014	67	3	12	54	31	55.6
School 2015	70	6	17	47	30	63.6
School 2016	49	4	10	57	29	60.7
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	49	4	10	57	29	60.7
Students with Disabilities	11	0	0	27	73	54.5
ELL	10	0	10	30	60	45.0
Former ELL	16	0	6	75	19	57.8
Economically Disadvantaged	27	4	11	56	30	63.0
Male	22	5	14	55	27	61.4
Female	27	4	7	59	30	60.2

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ACCESS for ELLs Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	44	23%	52	23%	39	20%
Emerging	35	18%	57	25%	25	13%
Developing	65	34%	59	26%	60	31%
Expanding	27	14%	40	18%	59	25%
Bridging	18	9%	15	7%	24	10%
Reaching	5	3%	2	1%	6	3%
Total	194		225		236	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	36	33%	22	20%	52	47%
2015	45	37%	31	26%	45	37%
2016	56	47%	20	17%	44	37%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	2 (6%)	12 (34%)	21 (60%)			
Emerging		3 (11%)	15 (54%)	9 (32%)		1 (4%)
Developing			16 (33%)	30 (61%)	3 (6%)	
Expanding				6 (25%)	13 (54%)	5 (21%)
Bridging						
Total (136)						

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.

Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

Strengths:

- Instructional staff accesses and "unpacks" standards so that they have a working knowledge of proficiency (Lesson progressions through Extended Professional Learning Time-EPLT notes)
- The district/school provides teachers curriculum maps/pacing guides aligned to the Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics.
- Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades. (Grade-level lesson plans with integration between content areas)
- Instructional staff develops and implements lessons based on curriculum maps/curricular guidance; these lessons reflect high expectations for all students. (Tiered instruction, whole/ small group, formative assessment, next steps, reteach built into lesson plans)
- Instructional staff engages in regular discussions of student learning expectations horizontally (with colleagues in their grades or subjects-Teacher Collaboration Time 1 hour 20 minutes/Staff meetings)
- Instructional materials (Go Math!, Reading A to Z, Anchor, Reach) and technologies (computers in every classroom, iPads, SmartBoards, computer lab) that align to curriculum maps are available in all classrooms
- Instructional staff accesses and "unpacks" standards so that they have a working knowledge of proficiency (Lesson progressions through extended professional learning time ePLT notes) – Math
- The district/school provides teachers curriculum maps/pacing guides aligned to the Massachusetts Curriculum Frameworks for Mathematics

Areas of Need:

- MPIs (Development of to modify curriculum/expectations)
- Science (Map, scope and sequence, explicit standards based integration into ELA curriculum, vertical alignment)
- Vertical alignment (across the curriculum)
- Instructional materials and technologies that align to curriculum maps are available in all classrooms but not consistently utilized
- Backwards Design – Utilize PLT and ePLT to model backward design of a REACH unit plan
- Instructional staff develops and implements lessons based on curriculum maps/curricular guidance; these lessons reflect high expectations for all students. (Tiered instruction, whole/ small group, formative assessment, next steps, reteach built into lesson plans) -Math
- Catch up the new staff to the building on past unit planning (progressions)

Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

Strengths:

- Instructional practices of high quality: small group instruction, explicit teaching of reading comprehension, formative assessment, tiered instruction, reciprocal teaching, anchor charts, higher order questioning, accountable talk
- Staff has a common understanding of high-quality evidence-based instruction as evidenced by School Initiative Binder and Classroom Observations.
- Systems for monitoring instructional practice: reading comprehension observations
- Common resources – GO Math

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- Curriculum map – Math
- Instructional practices of high quality: small group instruction, explicit teaching of reading comprehension, formative assessment, tiered instruction, reciprocal teaching, anchor charts, higher order questioning, accountable talk - ELA
- Extended Learning Time (Tier 3) – Title 1 in Math
- Regularly modeled Reading Comprehension lessons – ELA CIT added
- Staffing (1 math teacher, 1 CIT Math/Technology)

Areas of Need:

- 33% of staff are non-professional staff
- Materials for intervention - Math
- Develop criteria for success across grade levels and vertically - Math
- Higher order thinking - Math
- Independent application - Math
- Consistent problem solving strategies
- UDL strategies to address decline in academic performance of our students with disabilities
- Lesson structure (movement, whole group vs small, flexible group dynamics, and TPT strategies)
- Data of student/teacher learning styles
- Instructional practices of high quality: small group instruction, explicit teaching of reading comprehension, formative assessment, tiered instruction, reciprocal teaching, anchor charts, higher order questioning, accountable talk – Not in Math

Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)

School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.

Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.

Strengths:

- Formative assessments used regularly to drive small group instruction, reteach, and tiered instruction
- Sharing Data Team meeting findings with staff during Faculty Meetings
- Tracking intervention students
- Student profiles provided to teachers at the beginning of the school year
- Data Team meeting 3x/year to look at local and state data, surveys, student data (academic, social emotional)
- Testwiz data used to drive tier 2 and tier 3 instruction (ELA, math, and science)

Areas of need:

- Criteria for success
- MPis
- Analysis of data from Testwiz
- Writing rubrics
- Vertical alignment of assessments

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Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)

Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.

Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.

Strengths:

- PD is embedded as an integral part of daily routines (mentors, coaching, staff meetings, and/or collaborative time).
- Monitor implementation of previous Professional Development
- Peer Observations/Learning Walks
- PD evolved and built upon previous PD (TPT strategies evolved into engaging students with poverty in mind, also by modifying the physical environment and delivery of instruction to meet the needs of diverse learners)
- Use of learning walks (3x/yr.) with a targeted focus based on School Improvement Plan priorities
- Professional Development offered in school year 2016-2017 - book talk *Teaching Students with Poverty in Mind* by Eric Jensen

Areas of need:

- Regular use of learning walks with a targeted focus based on School Improvement Plan priorities
- Training new staff in previous school-wide professional development
- Professional development opportunities in math and science instructional practices (structuring the learning time, accessing materials for intervention, differentiating instruction and delivery)

Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

Strategies:

- Professional Learning Time (1 x 40 minutes a week)-Administrative driven with a focus on data, professional development, and school processes.
- Extended Professional Learning Time (1 hour 20 minutes every other week) –Teacher driven opportunities to meet among grade level teams with support staff to develop lessons and assessments, data analysis, learning progressions
- Faculty Meetings (1 x a month)
- School Support Meetings (New Teachers and Mentors) to share school initiatives and informal professional development of past school initiatives

Areas of need:

- Vertical alignment (more opportunities)

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)

Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.

Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

Strengths:

- Block schedule
- Common Prep Times

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- Support staff push in with minimal pull-out
- Mainstreaming into least restrictive environment
- Resources and technology (Testwiz and SPS)
- Process to determine supports needed (benchmarks, formative assessments, SST)
- Leaders and instructional staff regularly monitor students' progress in relation to interventions that have been applied.
- A progress-monitoring system is in place, and data from this system drive instructional decisions throughout the tiered process.
- The system of interventions allows students to move along a continuum of services and change placements according to identified progress or needs.
- Flexible tiers of research-based interventions supplement, enhance, and provide access to the core curriculum for high need subgroups requiring additional support.
- Interventions are research-proven, taught by qualified professionals, and aligned to student needs and district and state frameworks.
- Staff utilizes resources to support students with a range of academic needs.
- Contractual extra-help used to support high needs students (before and after school)
- Extended Time (Tier 3) – Title 1 in Math
- Imagine Learning (SPED during school intervention, ELs afterschool)

Areas of Need:

- Time, staff, and resources prevents us from addressing all the needs of our tier 3 students.

Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- School leaders and staff create a safe and supportive learning environment through clearly established safety and behavioral expectations (Morning Meeting, Code of Conduct, Morning Announcements, Second Step, Character Traits)
- All classrooms create predictable environments, and a climate that supports learning (Block Schedule)
- Staff identifies issues arising in the lives of students (for example, academic/behavioral struggles, poverty, mobility, family dynamics) and work to address them to minimize their impact on learning (Student Study Team, Social Work Referral Form, Social Emotional Checklist, Office Referral Form, Cradles to Crayons backpacks and coats)
- Students are supported in taking responsibility for their own learning and behavior (Effective Effort Initiative, Code of Conduct, Fine Dining)
- Healthy lifestyles are promoted through access to nutritious food/physical activity and overall health needs (Healthy Brain Break, School Nurse, PlayWorks, Physical Fitness Tests, Health Teacher, Forsyth Dental, Extra-curricular activities)
- Students in crisis and others who require intensive assistance are identified and linked to appropriate supports in a timely manner (School Social Worker, School Adjustment Counselor, Lynn Community Health Center, Mental Health Support Agencies)

Areas of need:

- Increase in understanding the causes of student behavior, emotional needs, and individual strengths/weaknesses and interests

Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

- Strong relationships with families and community partners contribute to student learning and students' social, emotional, and physical well-being (Family Engagement Council, Navigators Night, Community

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Meeting Day, Visiting Day, School Improvement Council, Community Reader Day, Hot Dog Safari/Scholastic Book Fair/Night of the Arts, Game Night, McTeacher Night, Math Fair, Ice Cream Social, Field Day, and State of the School Address)

- The school ensures effective two-way communication with both families and community partners, addressing language and other potential barriers (Harrington Highlights, teacher newsletters, electronic sign, constituent groups)
- There is evidence that the concerns, requests, and needs of families are addressed by the school in a timely and professional manner

Areas of need:

- Individual conference – difficulty with number of translators available and limited languages
- Funding to support all school initiatives (Reader Leader, Fact Fluency Face Off, Student Appreciation Week, fieldtrip buses)

Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)

Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

- Data team (cross grade level/specialty represented by the team members)
- Weekly memo
- EJM calendar for faculty
- Harrington Highlights newsletter and monthly calendar for families
- Digital sign
- Monthly faculty meeting
- Weekly Professional Learning Time (PLT)
- Bi-weekly Extended Professional Learning Time (ePLT)

Areas of need:

- Data team meeting more frequently
- Leadership teams established and defined
 - Core Leadership Team (Principal, Program Specialist, CITs, and Social Worker, School Nurse)
 - Specialized Leadership Team (all of the above and Head SPED, Student Study Team Coordinator, School Support Coordinator, ESL, 504 Chair)
 - Data Team (Cross grade level/content, and special populations faculty representation)
- Consistency in disseminating information to all staff

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Define Priorities and Describe the Strategies/Actions
Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.
GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Due to the high percentage of non-professional staff (33%) there is a need to support consistent academic instructional practices across all grade levels
Alignment to District Priority(s): Standards based instruction

Priority 1

Develop and support common School-wide academic Language, strategies, and instructional practices for non-professional staff

**Strategies/
Actions**

- PLT and School Support Team meetings will be used to model ELA planning process, resources, and possible planning tools to be used by teachers in all areas
- ELA and Math CIT will present online resources and how to access them for all grade levels
 - End of unit Reach assessments will be done electronically for grade 4 and expanded to other grades when available.
 - ELA and Math CIT will offer support in planning Social Studies lessons and integrating Social Studies into the ELA block
 - Use of Metacognition and think aloud strategies to help build student understanding of schema, and what good readers do.
 - Use of Six Comprehension Strategy posters and thinking stems during instruction
 - The school initiative resource binder will be updated and introduced to non-professional staff during School Support Team meeting.
 - Introduction of school wide instructional practices to incorporate cognitive engagement strategies into lesson planning. To include:
 - Total Participation Strategies
 - Reciprocal Teaching Strategies
 - Formative Assessment

Expected Outcome(s)

Build capacity for Non-professional staff to implement school wide instructional strategies and practices as evidenced through PLT minutes, lesson plans, and administrator observations and all professional status teachers will continue the use of these instructional practices.

Timeline for Actions

School year 2016-2017

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Improvement of instructional practices and student engagement in the area of mathematics

Alignment to District Priority(s): Standards based instruction

Priority 2

Common School-wide Math academic instructional practices and strategies

**Strategies/
Actions**

Teachers will continue to implement school wide common language for problem solving.

- C.U.B.E.S. poster, desk reference sheet, homework folder label
 - Plan to revisit the effectiveness in grades 3-5 during this school year and determine whether a modified version should be implemented.
 - Harrington website will have poster posted for home use of the strategy language.

PLT will be used to model math planning process, resources, and possible math planning tools to be used by teachers

- Math CIT will present online resources and how to access them for all grade levels
- Extended learning time will be offered to all eligible students based on end of unit assessments in math
- Tier III extended learning time will be offered to special education students
- End of unit math assessments will be done electronically for grade 4 and expanded to other grades when available.

A school wide initiative will be developed in Math in an effort to increase math fluency and student achievement.

- All grade levels will participate in math fact face-off competitions on Fridays (Fact Fluency Fridays)
- Winning classrooms at each grade level will be posted on the math bulletin board and announced on morning announcements each Monday
- First in Math program will be utilized before/afterschool, during small group math instruction, and at home

**Expected
Outcome(s)**

Each grade level will show an increase in the percent of students who have mastered their designated math facts.

**Timeline
for Actions**

School year 2016-2017.

12/16/2016

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Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Data Update and Initial Reflections:

June (End-of-Year) Implementation Reflection: